SD ESL Systems Appraisal

SOUTH DAKOTA DEPARTMENT OF EDUCATION

TITLE III DIRECTOR – SHANNON MALONE

Just another acronym!

ELL – ENGLISH LANGUAGE LEARNER

ESL – ENGLISH AS A SECOND LANGUAGE

EL – ENGLISH LEARNER

LEP – LIMITED ENGLISH PROFICIENT

ENL – ENGLISH AS A NEW LANGUAGE

Federal Definition of 'Limited English Proficient'

The term 'limited English proficient,' when used with respect to an individual, means an individual –

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

English Language Learners (ELLs): Who are they?

- It is impossible to define ELLs as a group other than to say that they are students whose native language is not English and that they are not yet proficient in English.
- ELLs come from nearly every continent, and represent dozens if not hundreds of countries, including the United States.
- ELLs speak hundreds of languages, dialects and tongues
- ELLs are more likely to be native born than to be immigrants or refugees
- ELLs come from every socioeconomic class within American society
- ELLs who come from outside the US may have been receiving a formal education in their home country, or they may not have been
- ELLs may be literate in their home language, or they may not be
- ELLs may already know some English, or they may not.
- ELLs may be any age or grade level
- ELLs enroll throughout the school year and may begin at any proficiency level
- ELLs are not "less smart" than English-speaking students

Who are ELL students?

- ELL students do not belong to a *homogenous* group.
- They vary by factors beyond the shared feature of being in the process of learning English.
  - Age/grade
  - Level of literacy in English and their native language(s)
  - Prior academic schooling
  - Cultural and linguistic influences of the native language and country of origin

Types of ELL Student Achievement

Rapid **Progress**

Newcomers to U.S. with strong prior schooling
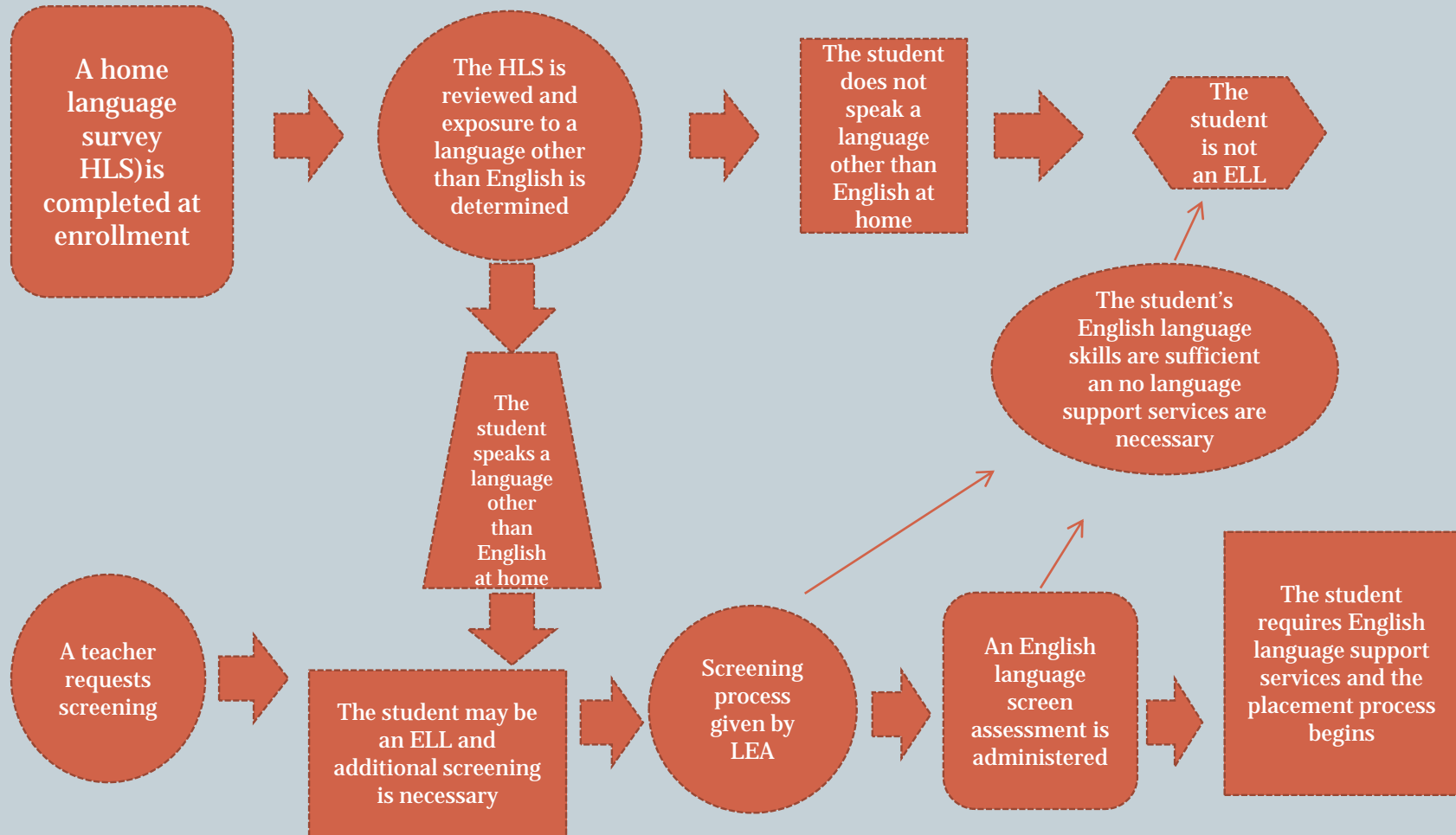
Average **Progress**

Newcomers with some prior schooling

Minimal **Progress**

Newcomers with limited or no prior schooling

"Long-term" ELL students

The ELL Identification Process

A home language survey HLS)is completed at enrollment

The HLS is reviewed and exposure to a language other than English is determined

The student does not speak a language other than English at home

The student is not an ELL

The student's English language skills are sufficient an no language support services are necessary

The student speaks a language other than English at home

A teacher requests screening

The student may be an ELL and additional screening is necessary

Screening process given by LEA

An English language screen assessment is administered

The student requires English language support services and the placement process begins

Students Identified as ELLs

- (1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- (2) the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement;
- (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals and use of English and a native language in instruction;
- (4) how the program in which their child is, or will be, participating, will meet the educational strengths and needs of the child;
- (5) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (6) the specific exit requirements for the program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary school for the program if funds are used for children in secondary schools;
- (7) in the case of a child with a disability, how the program meets the objectives of the individualized education program of the child; and
- (8) information pertaining to the parental rights that includes written guidance –
    - (A) detailing –
    - (i) the right that parents have to have their child immediately removed from such program upon their request; and
        - (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Forming the ELL Student Committee

Determining ELL student' inclusion and accommodation in the D-STEP is not an individual decision; it's a team decision

The team may include:

- Course content teacher
- English as a second language (ESL) teacher or Title III coordinator
- Parent or guardian
- Building administrator or designee

Evidence-Based Decision Making

Demographic information

- Grade, age, how many years in U.S., prior schooling

Academic Achievement Information

- ACCESS for ELLs® test scores
- Standard of Learning testing achievement

Current Academic Achievement

- General education achievement
- Comments from general education teachers

Using the Information in the Student's Language Acquisition Plan (LAP)

The LAP contains the following sections:
- General data
- Academic history prior to entering your school district
- W-APT information
- ACCESS (English language proficiency) assessment information
- ESL Service
- Participation in the state-required assessment and accountability system
- Instructional methods in the regular classroom
- English instructional plan

Infinite Campus – data reporting tool

First Year in Country – date first entered US school

Immigrant

LEP Status

Language

Assessment data

Reporting ELLs

Assessment and Accountability of ELLs

- Dakota Step

- WIDA – W-APT/ACCESS

- SD Adopted WIDA Standards

Direct Linguistic Support Accommodations Allowed for ELLs on the D-STEP

Content Area			Description
Reading	**Math**	**Science**	
✓	✓	✓	Read aloud test items (not reading comprehension passages)
✓	✓	✓	Repeat directions
✓	✓	✓	Simplify directions
✓	✓	✓	Provide approved dual language word-to-word glossary

Indirect Linguistic Support Accommodations Allowed for ELLs on the D-STEP

Content Area			Description
Reading	**Math**	**Science**	
✓	✓	✓	Environmental modifications (i.e., special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	Small group administration
✓	✓	✓	Individual administration
✓	✓	✓	Flexible schedules (i.e., time of day, multiple breaks, etc.)

ELL Exit Criteria

WIDA/ACCESS

COMPOSITE SCORE = 4.8 OR HIGHER AND

Reading domain = 4.0 or higher and

Writing domain = 4.0 or higher

ELLs and the Law: Rights and Responsibilities

- Lau v. Nichols (1974) – school systems must provide assistance to help non-native English speakers attain proficiency. Failure to do so deprives them of a meaningful education and violates their civil rights.

- Equal Education Opportunities Act (1974) – discrimination in education of any kind or on any basis is prohibited; failure to help students overcome language barriers amounts to discrimination and is therefore also prohibited.

Civil Rights Requirements

(1) INSTRUCTION TO OVERCOME LINGUISTIC BARRIERS

(2) MAINSTREAMING AS GOAL

(3) NON-DEAD-END PROGRAMMING

(4) LIMITED ENGLISH PROFICIENCY IS NOT A DISABILITY

(5) SOUND EDUCATIONAL THEORY

(6) SUFFICIENT EFFORT TO IMPLEMENT PROGRAMS

(7) PROGRAM ACCOUNTABILITY

Language Instruction Educational Program

REQUIREMENTS OF LANGUAGE INSTRUCTIONAL PROGRAMS ARE FOUND IN TITLE III, SECTION 3301 (8)

Language Instruction Programs

On the annual Consolidated State Performance Report (CSPR), the federal government specifically recognizes 10 different program types.

- Dual language
- Two-way immersion
- Transition bilingual
- Developmental bilingual
- Heritage language
- Sheltered English instruction
- Structured English immersion
- Specialty designed academic instruction delivered in English
- Content-based ESL
- Pull-out ESL
- Other

What all Teachers Must Know About Their ELLs

- English proficiency level
- Participation in language instruction programs
- Formal education background
- Cultural background
- Disabilities

ESL Program Self Assessment

I. IDENTIFICATION AND ASSESSMENTS
II. STANDARDS
III. PROFESSIONAL DEVELOPMENT
IV. IMPLEMENTATION OF PROGRAM
V. IMMIGRANT GRANT
VI. QUALIFICATIONS OF STAFF
VII. ACCOUNTABILITY OF ELLS
VIII. PARENT INVOLVEMENT
IX. PARENT NOTIFICATION
X. PRIVATE SCHOOL PARTICIPATION
XI. FISCAL
XII. DATA

Questions?

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HTTP://DOE.SD.GOV/OESS/TITLEIIIELA.ASP

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